

Assessment Report

On this page

[Level 3 Dance 2020](#) ▾

Level 3 Dance 2020

Standards [91594](#) [91595](#)

Part A: Commentary

Where candidates appeared to be writing more than required, as if their response was learnt from memory rather than produced in response to the question, candidates struggled to achieve.

Careful attention to the language of a question offered many candidates the best chance to display their knowledge and skills.

Candidates who were prepared to use content knowledge and specific examples they had learned to formulate relevant responses to questions succeeded at all levels of achievement.

Part B: Report on standards

91594: Analyse a dance performance

Candidates who were awarded **Achievement** commonly:

- showed some knowledge but lacked specific examples and depth to the answer
- answered the question, but briefly evaluated the use of some of the key aspects
- did not provide details for all parts of the question.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not use their knowledge of the dance to actually address the question asked
- had a limited understanding of the dance or topic
- provided very basic or superficial descriptions of the dance with little explanation of how these descriptions related to the discussion topic of the question
- produced answers that were unrelated to the question
- used a choice of dance that limited the depth and suitability of responses
- showed a narrow understanding of the dance.

Candidates who were awarded **Achievement with Merit** commonly:

- used a convincing level of detail that showed they knew the dance work well
- directly addressed the question throughout their response
- described significant key aspects of a dance performance
- evaluated in detail the effect, purpose, or contribution of key aspects
- discussed in depth the connections and relationships between key aspects of the dance performance with relevant and detailed supporting evidence
- provided a clear introduction and conclusion that was relevant to the question being asked.

Candidates who were awarded **Achievement with Excellence** commonly:

- perceptively took examples from the dance work to clearly exemplify their main points
- comprehensively addressed the question asked with relevant and pertinent material
- comprehensively covered all aspects of the standard to fully address the question in perceptive ways
- critically evaluated the contribution of key aspects to the overall effectiveness of the dance performance
- were able to analyse the dance using a breadth and depth of knowledge
- included clearly labelled and relevant diagrams.

Standard specific comments

Where the content of an answer was relevant to the question being asked, candidates did well. Candidates who tailored their knowledge to the question demonstrated that they could think in response to the question.

Successful candidates showed evidence of planning and demonstrating appropriate exam techniques.

Candidates' responses using a less well-resourced dance work struggled to demonstrate the same depth of understanding that was evident in the work of candidates who used well established and well-resourced dance works such those identified in the assessment specifications. For example, candidates who used dances that have exam related resources available with them such as those by the RNZB (such as Milagros) or the New Zealand Dance Company (such as Coventry Carol, Rotunda) were more likely to be able to write answers that were full and comprehensive.

91595: Demonstrate understanding of the development of dance in Aotearoa/New Zealand

Candidates who were awarded **Achievement** commonly:

- showed some knowledge but lacked specific examples and depth
- interpreted the question accurately and gave an appropriate response

- made points appropriate to the statement chosen, but did not develop these
- did not always directly address the question, but answers could be inferred.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not address the question
- included superficial and irrelevant or very basic information. In some cases, there were also significant factual errors in the responses
- provided an incomplete answer
- offered no evidence or gave generalisations only
- had a limited understanding of the topic
- failed to provide relevant or clear evidence to support their statements.

Candidates who were awarded **Achievement with Merit** commonly:

- were able to link together relevant points across several significant aspects to address the question
- provided pertinent and detailed supporting evidence to back up their answers
- directly addressed the question throughout their response
- wrote well-constructed responses that moved past simple descriptions.

Candidates who were awarded **Achievement with Excellence** commonly:

- comprehensively covered all aspects of the standard to fully address the question in perceptive ways
- provided well-chosen examples and used a convincing level of detail
- were able to draw on a broad knowledge of dance in Aotearoa/New Zealand to provide a comprehensive answer to the question.

Standard specific comments

Some candidates offered all they knew on a topic without referring directly to the question they had chosen.

Careful attention to the language of a question offered many candidates the best chance to display their knowledge and skills.

[Dance subject page](#)

Previous years' reports

[2019 \(PDF, 274KB\)](#)

[2018 \(PDF, 110KB\)](#)

[2017 \(PDF, 47KB\)](#)

[2016 \(PDF, 236KB\)](#)